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ABSTRACT

Focusing on efforts at human resource development among unemployed and/or disadvantaged Nova Scotia adults (especially those in economically depressed areas), the present annual report reviews Nova Scotia NewStart activities begun in 1968 and carried over into 1969, as well as those designed and initiated in 1969 or planned for initiation in 1970. Beginning with a statement of strategy and internal operations, the report deals with interventions by program staff members in adult basic education, counseling, placement, and occupational training; the development of research capability; current research staff operations; public relations; administrative and organizational functions; and the audited financial statement. A statistical and descriptive profile of 35 studies and projects also appears, followed by a projection of expectations for the future role of Nova Scotia NewStart in human resources research and regional economic development. Tables, charts, and ten references are included. (LY)

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NOVA SCOTIA NEWSTART INC.

ANNUAL REPORT

1969

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AC008442

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EDO 42125

May 7th, 1970

The Honourable Jean Marchand, Minister of Regional Economic Expansion, Canada

The Honourable Gerald J. Doucet, Minister of Education, Nova Scotia

Gentlemen:

The Board of Directors of Nova Scotia NewStart Inc. is pleased to present the second Annual Report of the Corporation representing an account of its activities during the twelve month period ended December 31, 1969.

This report is presented under the terms of the Federal-Provincial agreement in respect of Nova Scotia NewStart Inc. dated April 3, 1967.

Eric M. Gozna, Member

John Trask, Member

Leonard d'Eon, Member

Lester W. Pink, Member

Thomas M. Jones, Chairman,
Board of Directors

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I - INTRODUCTION

Nova Scotia NewStart Inc. was incorporated on June 29, 1967, under the terms of the Societies Act in the Province of Nova Scotia. Incorporation followed the signing of an agreement on April 3 of that year by the then Minister of Manpower and Immigration, the Honourable Jean Marchand, and the then Minister of Education and Premier of Nova Scotia, the Honourable Robert L. Stanfield.

Nova Scotia NewStart Inc. is a private corporation formed for the purpose of designing and conducting studies intended to add to existing knowledge of the etiology of social and economic disadvantage, and of developing and evaluating programs designed as experimental solutions to some of the problems identified. An additional responsibility of the Corporation is the transmission of reports of relevant aspects of its action-research activities to appropriate agencies, and the provision of assistance in the matter of dissemination of new knowledge and adoption of programs in the social system. It is one of several similar corporations in Canada functioning as the field operation of the Canada NewStart Program.

The present annual report, the second issued by this Corporation, is an account of those activities initiated in 1968 and carried over into 1969, as well as of those activities designed and initiated in 1969 or planned for initiation in 1970. Activities reported are those described in the annual plan of the Corporation for 1969, entitled "Experimental Plan for Human Resources Development", approved for implementation by the Minister of Education, Nova Scotia, the Honourable Gerald J. Doucet, on February 12, 1969, and for implementation and funding by the Minister of

Regional Economic Expansion, Canada, the Honourable Jean Marchand, on March 27, 1969.

The report provides in turn: a statement of strategy and internal operations; a report of interventions conducted by members of the program staff; a report of the development of research capability and current operations of the research staff; a report of public relations activities; a report of administration and organizational functions; the annual audited financial statement and report of the auditors and the Auditor General of Canada.

The final items in the report are a Study and Project Profile designed to show the kind and range of activity in which the staff of the Corporation was involved at the close of the report year, and a projection of expectations, based on experience to date, of the continued and future role of the Corporation.

II - STRATEGY AND OPERATIONS

1. Development of the Corporation

Since its establishment late in 1967, the Corporation has evolved, by the end of 1969, to the fourth stage of what may be seen as a five-stage development cycle in the growth of an action-research agency. While predictions are not properly a part of a report of this nature, all stages are characterized below in order to place the activities of the past year in a useful perspective.

Stage I: October, 1967 - June, 1968

Data gathering; identifying, by observation, needs and problems in the project area; formulating preliminary intervention plans; recruiting core staff; obtaining resources; establishing community and agency liaison; and establishing basic corporate policy.

Stage 2: July, 1968 - March, 1969

Refining initial intervention plans, testing techniques and materials in early interventions; further developing community and agency liaison; devising and conducting in-service training programs for staff; and recruiting key technical and research staff.

Stage 3: April, 1969 - September, 1969

Operating additional exploratory interventions; recruiting additional key research personnel; devising and conducting further in-service training programs for staff; developing data collection and control procedures; and formulating operating procedures within the multidisciplinary team.

Stage 4: October, 1969 - December, 1970

Developing and testing a schema for research and development; selecting and utilizing models for intervention and behavioural change; designing and implementing interventions on a substantially-improved data base; designing and testing a systematic procedure for the development and implementation of studies and projects; and initiating activities for the dissemination of information to agencies assumed to be potential "adopters" of techniques and programs designed and tested by the Corporation.

Stage 5: January, 1971 -

Activities in this stage are predicted to be essentially the same as in "Stage 4" above, with the exception that added emphasis is expected to be placed upon dissemination and adoption activities.

The first two stages were the subject of the 1968 Annual Report of the Corporation. This report treats the activities of the third and early fourth stages.

The remainder of this section treats the major development in planning and operations as a conceptual framework within which the reported activities in the subsequent sections have been designed and conducted.

2. Research and Development Study Schema

There are many interacting factors, both economic and non-economic, which combine to cause and perpetuate low levels of social and economic functioning. These include personal factors such as education levels, attitudes, health, and work skills; economic factors, such as jobs

available and wage levels; environmental factors such as schools, manpower agencies, health services, and welfare programs.

This interrelationship has caused the Corporation to develop a systems approach to the study of the interacting factors and the design of both instrumental and facilitative interventions. In order to achieve this perspective, all activities have been classified in three study areas (see Figure 1, Research and Development Study Schema). These areas are as follows:

a. Characteristics and Profile of the Disadvantaged

Attempts to identify and classify disadvantaged people have revealed a number of complications. Economic measures such as annual income must be considered in relation to age, sex, net worth, family size, housing costs, and other factors. These, in turn, are affected by educational, occupational, attitudinal, physiological, social, environmental, and other characteristics.

A major problem in the analysis of disadvantage is defining the characteristics of the sub-populations indicated by the factors contributing to disadvantage. A related problem is the development of a model relating the various kinds and levels of disadvantage to the core objective.

The necessary data for such a model has been collected, and the further development of the model will continue in 1970.

b. Environmental Studies

Currently there are no satisfactory theories relating disadvantage and environmental variation in such a way that useful

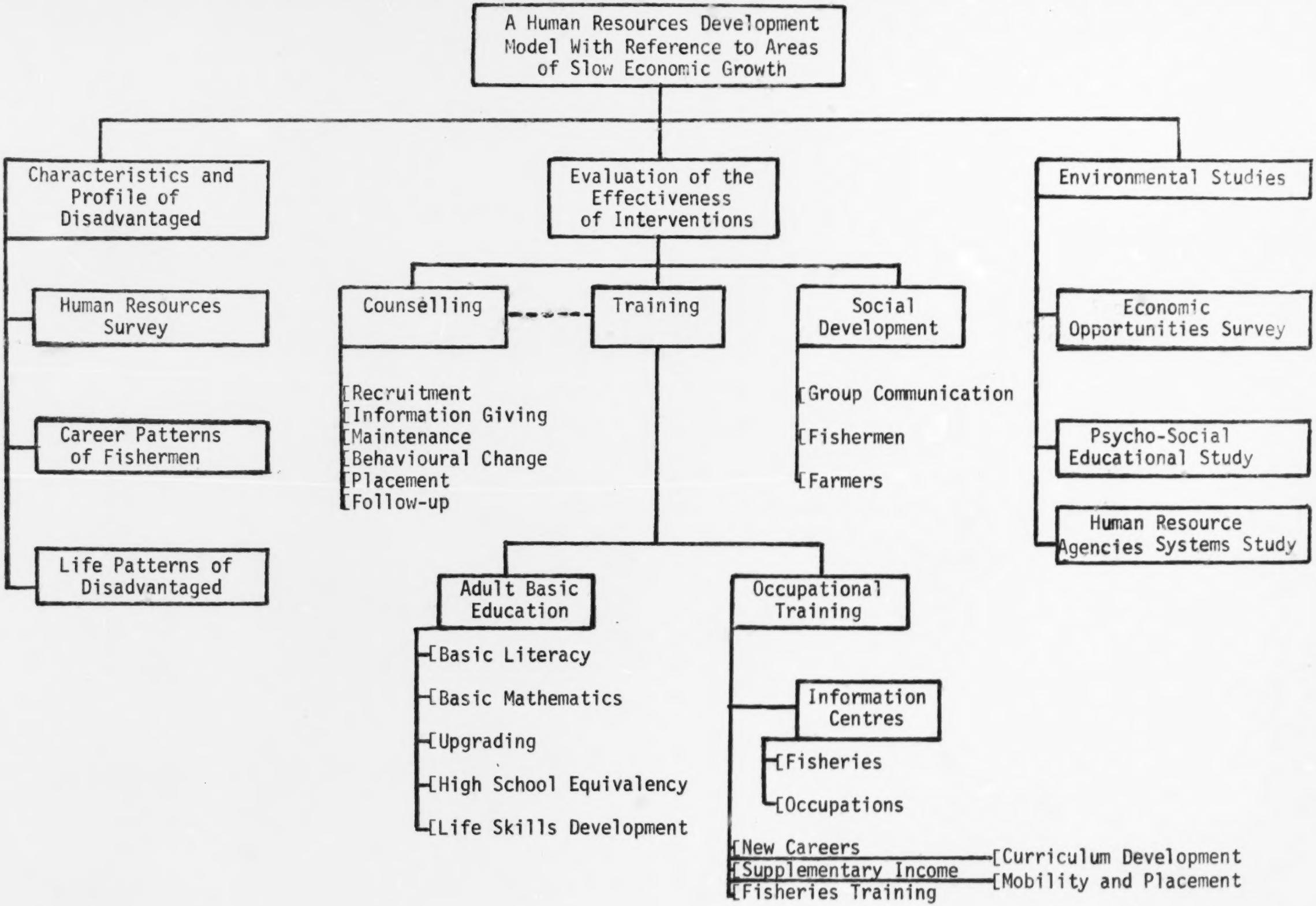


Figure 1. RESEARCH AND DEVELOPMENT STUDY SCHEMA

empirical implications can be drawn. Studies of environmental factors were conceptualized in 1969 and will be further developed during the next year. Further reference to these studies is made in Section VIII of this report.

c. Evaluation of the Effectiveness of Interventions

The Corporation is concerned with developing, implementing and evaluating action programs designed to achieve change in environmental and personal factors contributing to disadvantage. The two study areas described above are subsidiary to this end. The types of interventions are shown graphically in Figure I, and described in further detail in Section VIII of this report.

3. Development and Utilization of Models

A multiplicity of interrelationships is recognized among the variables associated with the Corporation's action-research program. Since it has been found useful to specify schema to show how variables are interrelated, two models have been specified and their usefulness will be further examined.

a. Schematic Intervention Model

This model, shown in Figure 2, is designed to show the manner in which a number of variables can be related to the major dependent variable of economic disadvantage. The Corporation, during the past year, has been concerned with only those interventions which can be described as "instrumental" (directed toward individuals or groups in order to change behaviour) or "facilitative" (directed toward groups or institutions in order to change practices).

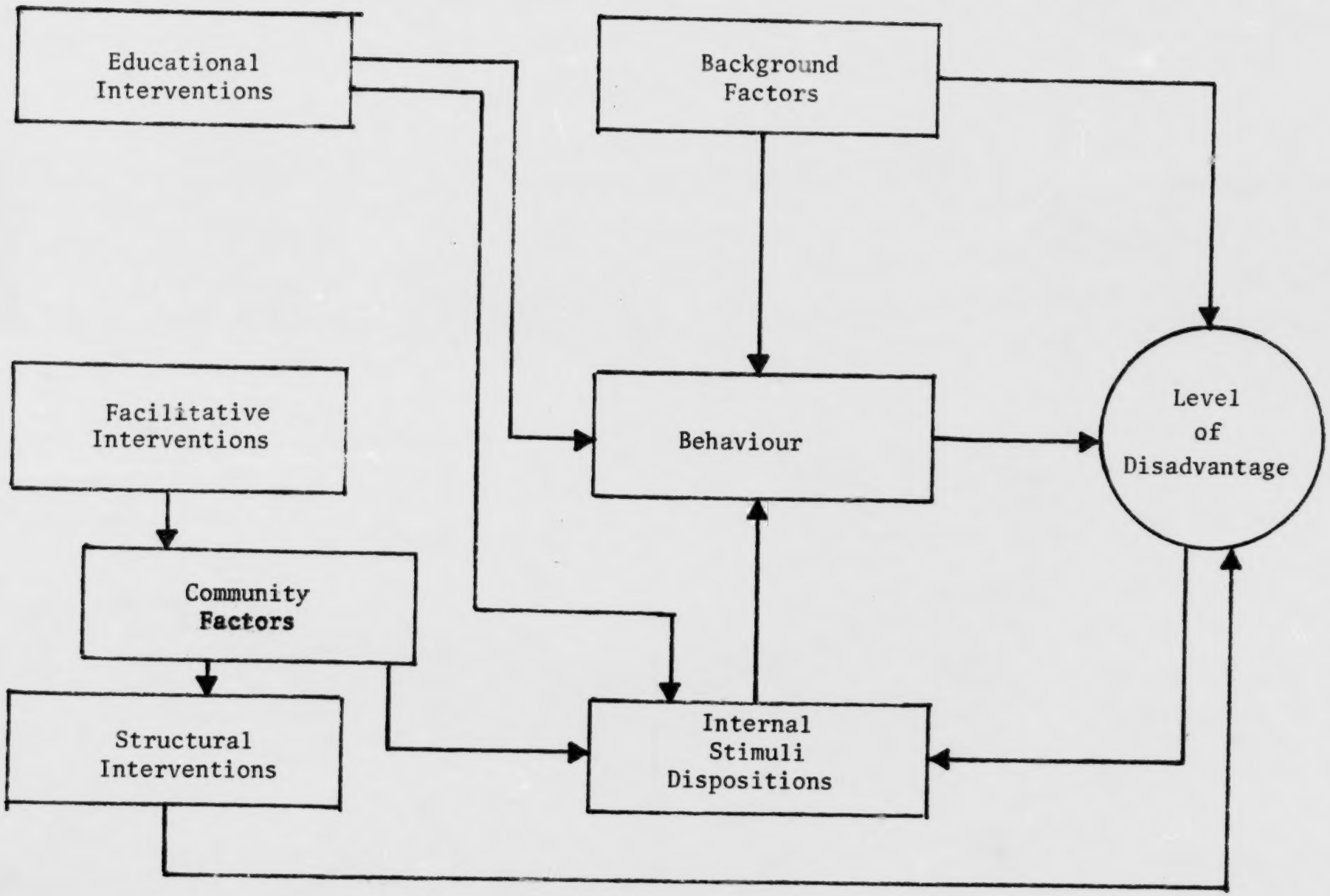


Figure 2 - A SCHEMATIC INTERVENTION MODEL

b. Behavioural Change Model

The schematic intervention model, while related to the individual, does not provide detailed information on how to make instrumental interventions effective. One model which has been specified by the Corporation, and which is being utilized in a number of interventions, is a behavioural change model which makes use of reinforcements to encourage designed behavioural changes, in order to determine which reinforcements are operative for various individuals or groups. Reference to studies in which this model is used will be found in Sections IV and VII.

4. Study Development, Implementation and Termination System

With the growth of a multi-disciplinary action-research team, it has been necessary for the Corporation to develop a systematic procedure identifying needs and priorities, and, having achieved this, to provide a system through which staff expertise could be co-ordinated for the development, implementation, and reporting of selected projects and studies. Such a system, the Study Development, Implementation and Termination System (SDITS) is shown in Figure 3. This system was developed and tested by the Corporation in 1969 and will be further refined during the coming year.

5. Adoption of Corporation Programs

While it is too early to report specific activities of the Corporation to encourage agencies and institutions to adopt programs that have been developed and tested internally, attention has been given to the specification of a schema for these activities. Such a schema,

STUDY, DEVELOPMENT, IMPLEMENTATION AND TERMINATION SYSTEM

	A - STUDY STAGE	B - DEVELOPMENT STAGE	C - IMPLEMENTATION STAGE	D - TERMINATION STAGE
End Product:	A clear statement of problem and a proposed solution.	A fully specified project or study proposal.	A fully implemented project or study complete with data.	A clear, coherent, and comprehensive evidence report.
Process:	A preliminary proposal is considered in order by: (A-1) 1. Individual members of the Policy Group; (A-2) 2. The Policy Group with the Originator; (A-3) 3. A Study Committee; (A-4) 4. The Evaluation Committee.	1. Naming of a Proposal Development Team; (B-1) 2. Development of the proposal; 3. Periodic reviews by a Study Committee; (B-2) 4. Assessment of a completed proposal by a Study Committee; (B-3) 5. Review by the Evaluation Committee.	1. Naming of Implementation Team; 2. Assembling of necessary resources; 3. Conducting of project or study; 4. Collection and transmission of data; 5. Periodic review of progress.	(D-1) 1. Preparation of a draft of the evidence report; (D-2) 2. Review by a Study Committee; (D-3) 3. Review by Evaluation Committee; (D-4) 4. Editing by an Editorial Committee (D-5) 5. Approval for reproduction and release; (D-6) 6. Dissemination.
Document To Be Considered:	A preliminary proposal which contains: 1. The statement of an observed, and if possible, a validated problem; 2. A question or questions for investigation; 3. A statement relating the idea to Corporation objectives and to one or more of the three main study areas; 4. A brief statement of method of operation; 5. A general statement of resources required; 6. Some indication of its significance.	A fully specified proposal with clear and detailed statement of: 1. The problem; 2. The objectives; 3. Relationship of previous studies; 4. Specification of target population; 5. Operational plans; 6. Measurement features; 7. Data collection and analysis plans; 8. Cost estimates; 9. Implications.	1. (No document will be produced during this stage, but the proposal resulting from the development stage will be the standard against which activities in the implementation stage will be measured).	An evidence report containing: 1. Rationale for the study; 2. Procedures followed; 3. Data analysis and conclusions; 4. Summary and implications.
Policy Group Criteria:	1. Is it relevant to Corporation objectives and strategy? 2. Are adequate resources available? 3. Is the purpose clear? 4. Is it of relatively high priority?			
Study Committee Criteria:	1. Can the problem be stated clearly? 2. Is there potential for new knowledge? 3. Does it seem sufficiently important to warrant development?	1. Is the title descriptive and relative? 2. Is the problem adequately defined? 3. Is the literature search pertinent and comprehensive? 4. Are the variables clearly specified? 5. Is the target population fully specified? 6. Is the sample adequate and available? 7. Are the measurement features and data collection plans fully specified? 8. Are operational plans clear and complete? 9. Are cost estimates specific and realistic? 10. Are cooperating groups specified and implications stated?		1. Is the rationale clear and convincing? 2. Are the objectives clearly stated? 3. Are the procedures described clearly and completely? 4. Is the data complete and well presented? 5. Are the conclusions logical and justified? 6. Are the possible uses of the information adequately presented?
Evaluation Committee Criteria:	1. Is development recommended by the Study Committee? 2. Is the problem clearly stated? 3. Are the objectives clear? 4. Are the implications acceptable? 5. Is it still of high priority?	1. Is implementation recommended by the Study Committee? 2. Is it consistent with Corporation objectives? 3. Are adequate time and resources available? 4. Is it still of high priority?	1. Are proposal procedures being followed? 2. Is data being collected and transmitted as specified? 3. Is the conduct of the study or project consistent with its objectives? 4. Are difficulties being adequately resolved?	1. Is the Study Committee satisfied with the report? 2. Is it complete and coherent? 3. Are the vocabulary and presentation consistent with the anticipated audience? 4. Does it add materially to knowledge in its subject field?
Possible Dispositions:	1. To a Proposal Development Team; 2. To the Study Committee for clarification; 3. To the Originator for clarification; 4. Tabling; 5. Discarding.	1. To an Implementation Team; 2. Back to the Proposal Development Team; 3. Back to a Study Committee; 4. Tabling; 5. Discarding.	1. To termination stage for writing of evidence report; 2. Summary abortion and discarding.	1. Official approval and dissemination; 2. To Implementation Team for modification; 3. To Editorial Committee for re-wording; 4. Tabling.

November 18, 1969

shown in Figure 4: Sequence of Activities Leading to Adoption of Programs, is expected to be utilized in the future by the Corporation.

Dimensions	1 Research	2 Development	3 Diffusion	4 Demonstration and Evaluation	5 Dissemination	6 Adoption in Social System
OBJECTIVE	To add to and advance knowledge	a. To apply knowledge in devising innovation. b. To engineer by systematizing components and building a package for institutional use.	To inform by making potential users aware of knowledge and its application in the innovation.	To convince by providing opportunity to examine operation and effect of the innovation.	To distribute knowledge and gain acceptance and use of effective innovations.	To establish knowledge and effective innovations as integrated and accepted component of the social system.
CRITERIA	Validity of the knowledge that is produced	a. Relevancy of the innovation in making impact or contribution b. Feasibility of being adopted, applied and engineered c. Generalizability	a. Intelligible communication b. Knowledge has fidelity c. Knowledge is comprehensive d. Knowledge reaches key and relevant targets e. Knowledge affects key and relevant targets	a. Accessibility to examination by relevant targets b. Adoptable c. Credible evidence is provided of effect	a. Intelligible b. Findings related to other projects seeking solution to similar problem (fidelity and comprehensiveness) c. Knowledge reaches key and relevant target d. Knowledge and innovation accepted and used by relevant targets	a. Adaptable to use in social system b. Feasible to use c. Tried d. Found effective e. Continued use f. Integral part of social system
RELATION TO CHANGE	Provides basis for innovation	Produces, engineers and packages the innovation	Informs about the innovation and involves relevant users	Provides evidence about the innovation operation and its effects	Promotes the innovation	Incorporates the innovation

NOTE: Terminology based on that employed by Guba Clark, and L.D. Clark

Figure 4: Sequence Schema of Activities Leading to Adoption of Programs

III - PROGRAM

Direct program involvement with disadvantaged people in the target area has been of two kinds:

1) Instrumental (educational) interventions which involve the design, development, and testing of programs designed to effect desired changes in behaviour of people or group, and

2) Facilitative interventions which centre on the establishment of programs or facilities which would enable disadvantaged people to take action on their own behalf.

1. Instrumental Interventions

The major interventions classed as "instrumental" have been in three areas: (1) Counselling and Placement, (2) Adult Basic Education, and (3) Occupational Training. During the early months of the operation of the Corporation, the choice of projects of this type was governed largely by experience and observation. Certain weaknesses or gaps in available services were noted and programs were designed to remedy these deficits.

Using the heuristic approach, these projects provided information and guidance for subsequent projects of a more specific nature. While an adequate research staff was being assembled, this procedure utilized the competencies of the program personnel in developing and refining operational techniques. As capable research people became available, the research and evaluation skills were then combined with the program design and development skills to produce a well-balanced action-research team.

a) Counselling and Placement

The responsibilities of the Counselling and Placement Unit include: (1) responding to requests for training, guidance, or counselling, (2) locating and recruiting trainees for various projects, (3) assisting trainees in solving personal problems, (4) providing information on trainee development to project personnel, and (5) assisting trainees in securing employment or further training.

In addition to the above functions, which were largely of a supportive nature, the Counselling staff completed the operation of Project 722/68 - Pre-Vocational Orientation and Upgrading for Recent School Leavers.

The unit also provided supervision for a field staff of General Guidance Workers who were trained in Project 710/68, and operated out of the Extension Centres set up under Project 711/68. During 1969, the operation of the Extension Centres was reviewed, and the conclusion was reached that they had served their purpose. The Centre called NewPlace in Yarmouth South was turned over to the Social Development Staff as a base of operations. The West Pubnico Centre was continued as a point-of-contact with that area, and as a base for community-centred projects. The South Ohio Centre and the Mobile Centre were phased out.

b) Adult Basic Education

The primary objective of the Adult Basic Education Unit is to develop a program and process adaptable to the individual needs of the disadvantaged. This requires extensive attention to curriculum

organization and to instructional mode, utilizing, for the most part, existing materials.

During 1969, suitable space for an Adult Basic Education Centre was located, renovated, and equipped. Staff was secured and assumed the task of organizing the curriculum, assembling materials, and developing an instructional system.

Concurrent with this developmental process, the Centre was involved in three upgrading projects, and provided supplementary service to four others.

Project 752/68 - Methodology Evaluation in Communications Training was an evening class designed to assess the potential of the Educational Developmental Laboratories Communications Program. It involved 15 adults with reading achievement from zero to the grade six level.

Project 754/68 - Investigation of Auto-Instructional Usage of E.D.L. was a day-time project designed to examine the problems attendant on the ad hoc use of an Adult Basic Education facility. No entry or exit dates or qualifications were demanded and the program was adpated to the needs of each individual.

Project 364 - Pre-Vocational Communications Training was initiated in September and involved 15 young men who required remediation in reading skills to qualify for admission to Vocational School. The project was operated in co-operation with the Vocational School which provided an exploratory vocational opportunity along with remedial work in mathematics and science.

In addition to these exploratory projects, the Adult Basic

Education Unit provided basic upgrading for trainees enrolled in Corporation projects in On-The-Job Training, Craft Training, Fisheries Training, and for Project 722/68 - Pre-Vocational Orientation Occupational Training.

c) Occupational Training

Much time and thought has gone into the development of occupational training courses, and training facilities have been multiplied throughout the country. The Corporation's Occupational Training Unit has not attempted to duplicate or modify these services in its own program, but has concentrated on aspects of occupational training which are felt to require further study and remediation.

The main points of attention were:

1) Unrealistic entry requirements for trades remediation;
2) Lack of training for occupations with low educational entry requirements (e.g. housekeeping, fishing);
3) Lack of training opportunities for physically-handicapped or home-bound people;
4) Need for a process for responding quickly and locally to employment requirements; and
5) Need for a curriculum related to actual job-performance requirements.

Project 340 - On-The-Job Training was a refinement and extension of Project 841/68, and provided individual training opportunity for each of 12 people in a variety of trades for which they would not otherwise have been eligible. The purpose of the project is to

demonstrate the feasibility of preparing people for jobs on the basis of performance ratings, rather than on educational certification.

Project 420 - Fisheries Training was a modification and extension of Project 800/68. Using a chartered trawler and leased shore training facilities, a training program for deckhands on fishing boats was conducted, alternating training periods at sea and ashore. The project had two major purposes: (1) to develop and test a training curriculum, (2) to prepare young men to be capable deckhands.

Project 460 - Oil Burner Repair and Servicing was conducted to demonstrate the possibility of responding quickly to local employment needs. In consulting with the oil dealers and burner servicemen in the area, a training program was developed, utilizing the services and facilities of one of the local servicemen. Nine men were trained for 12 weeks in the shop, and were then given 12 weeks of on-the-job experience.

Project 500 - Housekeeper/Homemaker Training involved the training of 18 disadvantaged women in housekeeping and homemaking skills. The program provided six weeks of skill development in a training centre, followed by six weeks of practical experience in private homes. The purpose of the project was to (1) develop and test a curriculum for training homemakers and housekeepers, and (2) through the establishment of skill requirements, to improve the status of home care employment.

Project 600 - Craft Training has as its purpose the develop-

ment of marketable craft skills for people with physical or environmental limitations. The project provides training in a variety of crafts that can be practiced at home and on a variable schedule. The establishment of a marketing co-operative is an integral part of the project.

Study 010 - Dacum Curriculum Method is a study and analysis of the development, utilization, and efficacy of a system which defines and measures skill development in terms of behavioural objectives. The study incorporates the evaluation of the use of DACUM in several Corporation projects.

2. Facilitative Interventions

Corporation activities in this category are of two kinds - information-giving and social development.

a) Information-Giving - Three Corporation activities have been conducted in this area:

Extension Centres. These centres were set up in 1968 and reported on in the 1968 Annual Report. They were designed, from an informational point of view, to direct disadvantaged people to sources of assistance. As stated in the Counselling and Placement section of this report, they have served their experimental purpose and have been phased out.

Fisheries Information Centre. (Project 921) This Centre was established to provide a communications channel for fishermen and others in the fishing industry. Sufficient data have been collected and analyzed to establish the value of the Centre, and efforts are being made to have it maintained as a service by an

appropriate agency.

Occupational Training Information and Study Centre (OTISC). (Project 942) This Centre commenced operation late in 1969 to provide information on occupations and occupational training. The project also anticipates conducting a variety of occupational short courses to fill a training void in the area. Records of utilization are being kept and analyzed to determine the nature and extent of the use of the Centre.

b) Social Development

After exploring the potential for social development in three different parts of the county, a decision was made to concentrate on the needs of Yarmouth South. This decision was based on limitations of time and resources more than on the relative needs of each situation.

Project 821 - Yarmouth South Program. The purpose of this program is to facilitate and assess activities by disadvantaged people in identifying their own needs and resources, and in developing and implementing plans for self-improvement. A community development approach is being used involving the services of two social workers and two community aides. The major focus of attention to date has been on housing.

3. Operational Reports

As projects are completed, the project manager assumes responsibility for the preparation of a written summary of the operation of the project. This report is reviewed by an Editorial Board, is examined by a Study Committee, and proceeds to an Evaluation Committee for decision as to reproduction and distribution (see Figure 3).

Operational reports in preparation during 1969 included:

710-711 Extension Centres and the use of Guidance Workers

720 Opportunities Analysis - A group discussion preparatory to work or training

722 Pre-Vocational Orientation

752-754 Basic Educational Upgrading

841 On-The-Job Training

420-800 Fisheries Training

460 Oil Burner Repair and Servicing

500 Housekeeper/Homemaker Training

921 Fisheries Information Centre

IV - RESEARCH

1. Philosophy

The focus of the Corporation is on action-research. This has been interpreted as being synonomous with applied research with emphasis on the application of knowledge from the behavioural sciences to the study and solution of problems of social concern in relation to disadvantage. One of the major concerns has been to stress the rational choice of solutions to problems and to design and implement these solutions so that effectiveness in reaching measurable objectives can be evaluated and made transferrable for application elsewhere. Towards this end emphasis has been placed upon the need for systematic analysis of problems; attention to program design, development, and management; relevant evaluation design; and systematic collection of data for use in analysis. Emphasized also has been the need to produce concrete outcomes in the form of transferable program packages, and evaluation or evidence reports on their effectiveness, in order to optimize the wider-scale usefulness of the Corporation's projects.

As far as possible, efforts have been designed to stimulate the development of research skills, and to cultivate critical evaluation of all Corporation interventions in relation to problems of social and economic disadvantage. In keeping with this purpose, current literature on relevant research and program development is reviewed for the purpose of assisting Corporation personnel in their tasks.

2. Major Activities

In addition to functions related to staff training, staff organization, and administration, activities of the Research Division have found focus

in three major areas. The first of these is the design and direction of studies in each of the three major study areas shown in Figure 1 of Section II, and shown again in profile form in Section VIII. A second area of activity has been one of consultation and assistance in matters of design and evaluation procedures to members of the staff of the Program Division on intervention projects described in Section III. A third activity of the Research Division has been the development of data-processing services.

a) Research Studies

During 1969, two studies were carried out with focus on determining the feasibility of two training projects initiated by the Program Division. One of these was concerned with the advisability of fisheries training for deckhands for work in the offshore fishing fleet. This was directed by Dr. B. Shaw, Research Associate to the Corporation, and Dr. L. R. Denton, Research Director. The second study was designed to determine the job demand for oil burner mechanics in the Yarmouth area. This was initiated as a result of a proposed project for training oil burner mechanics and was co-ordinated by Miss Genevieve Webb, a student research assistant, directed by Professor L. Lafferty of the Sociology Department of Acadia University.

Several other research studies were designed and initiated under the direction of Professor Lafferty during 1969. These were studies focused on evaluation of the Fisheries Information Centre (see Section VIII), a study of the life patterns of persons living in a disadvantaged pocket area, a study of the career patterns of

fishermen, and a study of the use of Extension Centres and the functioning of indigenous non-professional guidance workers. In addition, a study evaluating early basic education projects conducted by the Corporation was carried out under the direction of Mr. E. Pond.

b) Consultative Support

In addition to critiques and documentation relating to specific projects initiated by the Program Division, and participation in planning activities, a total of thirty-two papers were prepared by the Research Division as part of its consultative service to the Corporation.

c) Data Processing

Data processing needs on site are mainly those of preparation of data (punching, sorting and simple table-making). More sophisticated analysis of data is considered to be more efficiently managed by using a larger computer system. The original plan regarding data-processing service was to provide relevant information for operational decisions in carrying out programs. One major system was designed, developed, and tested during the year for the purpose of collecting and reporting staff interventions and trainee participation in relation to programs being operated by the Corporation. Difficulties inherent in operating the system and the limited research value of the information emerging resulted in discontinuation after a pilot test of two months duration.

The major uses of the Data Processing Unit have been to prepare data card files for analysis, and to carry out retrieval functions from Human Resource Survey data and other data-processing functions within the limitations of the unit record equipment.

V - PUBLIC RELATIONS

1. Public Information

During the year, all available media have been utilized to keep the public informed about the Corporation's purposes and activities. In addition, personal contact with groups and individuals has been maintained. Activities have included:

a) Local Press

News items in respect to projects, studies, staff appointments, training facilities, visits on site, and meetings and activities of organizations which have come into being through Corporation intervention.

Illustrated features on the Fisheries Information Centre, the Occupational Training Information and Study Centre, Craft Training, Fisheries Training, and the development of Arts Atlantic Co-Operative Limited.

Coverage of graduation of trainees from Homemaker/Housekeeper Training, Craft Training, and Oil Burner Servicing courses.

Article on NewStart, "Education and Training Outside the Classroom", for Education Week.

Advertisements in connection with recruitment for Fisheries Training and opening of new training and information facilities.

b) Provincial Press

News items in respect to projects and studies, training facilities, visits on site, and meetings and activities of organizations brought into being through Corporation intervention.

c) National Press

Illustrated feature in *Week-End Magazine* incorporating information

on both the Fisheries Information Centre and the Fisheries Training Project.

Item on Homemaker/Housekeeper Training Project in *Chatelaine*.

d) Radio

Canada NewStart Program purposes and projects were featured on "The Gillans", the fictional episode of CBC Radio Noon, heard daily Monday through Friday from 12:05 to 1 o'clock on the CBC Maritime network and independent stations.

Corporation personnel appeard on Open-Line programs on CJLS, Yarmouth. Programs have featured:

Fisheries Training

Housekeeper/Homemaker Training

Occupational Training Information and Study Centre

Craft Training

Fisheries Information Centre

Spot announcements in connection with recruitment for fisheries training and opening of new training and information facilities were prepared for broadcast.

e) Television

Fisheries Training was featured on CBC "Fisherman's Log" during recruitment campaign for the Fisheries Training Project.

f) Film Slide Presentation

Film slides and script were provided for "The Nova Scotia NewStart Story".

Other presentations including slides and commentary were prepared for showing visitors to the Occupational Training Information and Study Centre.

g) Posters

For recruitment campaign - Fisheries Training Project.

For Occupational Training Information and Study Centre.

h) Direct Mail

Progress reports on projects and studies mailed periodically to Board of Directors, local M. P., and M. L. A.'s, members of Advisory Council (see next page), and other interested persons.

Project proposals mailed to selected lists similar to, but not identical with above.

2. Community Relations

a) Contact has been maintained with community organizations. List of staff members and the fields in which they are working has been circulated as assistance to organizations in planning programs.

b) Meetings have been arranged for community groups and staff members to discuss specific projects and general objectives. These meetings, which took place in the evening, were held in the Conference Room in the administrative offices, in the Basic Education Centre, and in the Fisheries Information Centre.

c) Public was invited to "Open House" prior to the opening of new training and information facilities.

d) Tours were conducted and programs arranged for groups and individuals visiting the Corporation from outside the project area.

e) Advisory Council was formed consisting of 36 persons representative of the community. Purposes of the Council:

To provide a channel for consultation and advice from the community.

To circulate information to the community.

To take the necessary steps to retain in the community those Corporation facilities and programs which are seen as having a continuing value for the community.

Organizations Co-operatively Involved in the Work of the Corporation during 1969

Yarmouth Town Council
Yarmouth Municipal Council
Argyle Municipal Council
Yarmouth Board of Trade
Yarmouth School Board
Canada Manpower Centre - Yarmouth
Regional Welfare Office - Yarmouth
Acadia University
Department of Public Health (N. S.)
Department of Welfare (N. S.)
Department of Education (N. S.)
Department of Agriculture (N. S.)
Department of Labour (N. S.)
Department of Fisheries (N. S.)
Department of Trade & Industry (N. S.)
Department of Finance and Economics (N. S.)
Maritime School of Social Work
Secretariat, N. S. Cabinet Committee on Planning & Programs
Nova Scotia College of Art & Design
Nova Scotia Youth Commission
Nova Scotia Association for Pre-School Education
Canada Department of Regional Economic Expansion
Canada Department of Supply & Service
Canada Department of Transport
Canada Department of Manpower & Immigration
Canada Department of Indian Affairs
Canadian Penitentiary Service
Canadian Association for Adult Education
Canadian Broadcasting Commission
Ontario Institue for Studies in Education
P. E. I. Department of Vocational & Continuing Education
P. E. I. NewStart Inc.
N. B. NewStart Inc.
Manitoba NewStart Inc.
Saskatchewan NewStart Inc.
Alberta NewStart Inc.

VI - ADMINISTRATIVE AND ORGANIZATIONAL

1. Corporate Structure

Responsibility for the administration of the Canada NewStart Program changed in 1969 from the Department of Forestry and Rural Development to the Department of Regional Economic Expansion. No change occurred in the Federal-Provincial Agreement governing the mandate of the Corporation. Membership and policy as defined by the Agreement remain unchanged.

The Honourable Jean Marchand as Minister of Regional Economic Expansion continues as the Federal member of the Corporation, and the Honourable Gerald J. Doucet as Minister of Education for Nova Scotia represents the Government of Nova Scotia as the Provincial member of the Corporation.

Mr. Thomas M. Jones continued as Executive Director and Chairman of the Board of Directors during 1969.

The Members re-appointed the following Board Members for 1969:

Mr. Eric M. Gozna, 641 Main Street, Yarmouth, N. S.

Mr. G. Arthur Hillier, 101 Sunnybrae Avenue, Fairview, N. S.

Mr. Lester W. Pink, 9 Aberdeen Street, Yarmouth, N. S.

Mrs. Jean Pell, Hebron, Yarmouth County, N. S. had previously signified that she would not be available for re-appointment. The vacancy created by the resignation of Mrs. Pell was not filled during the year. The Officers of the Corporation remained unchanged during 1969.

The Board of Directors met on nine occasions during the year as follows:

March 6; April 22; May 20; June 17; August 19; September 16; October 21; November 5; December 9.

The Annual General Meeting of the Corporation was held April 29, 1969, and a Special Meeting of the Corporation was held September 16, 1969 to negotiate an agreement for financial assistance to Arts Atlantic Co-Operative Limited.

All Members of the Board have ably and energetically fulfilled their responsibilities to the Corporation.

2. Staff

To meet the changing requirements of Research and Program, the Organizational Structure of the Corporation has been constantly under review and revision. By the end of the year, the structure as show in Figure 5 was being tested for use in reaching objectives stated for 1970. In order to implement the 1969 Plan of the Corporation and prepare for operation for 1970, thirty-nine personnel were added to staff. Ten persons were released on completion of projects, and seven person resigned to assume other employment or for personal reasons.

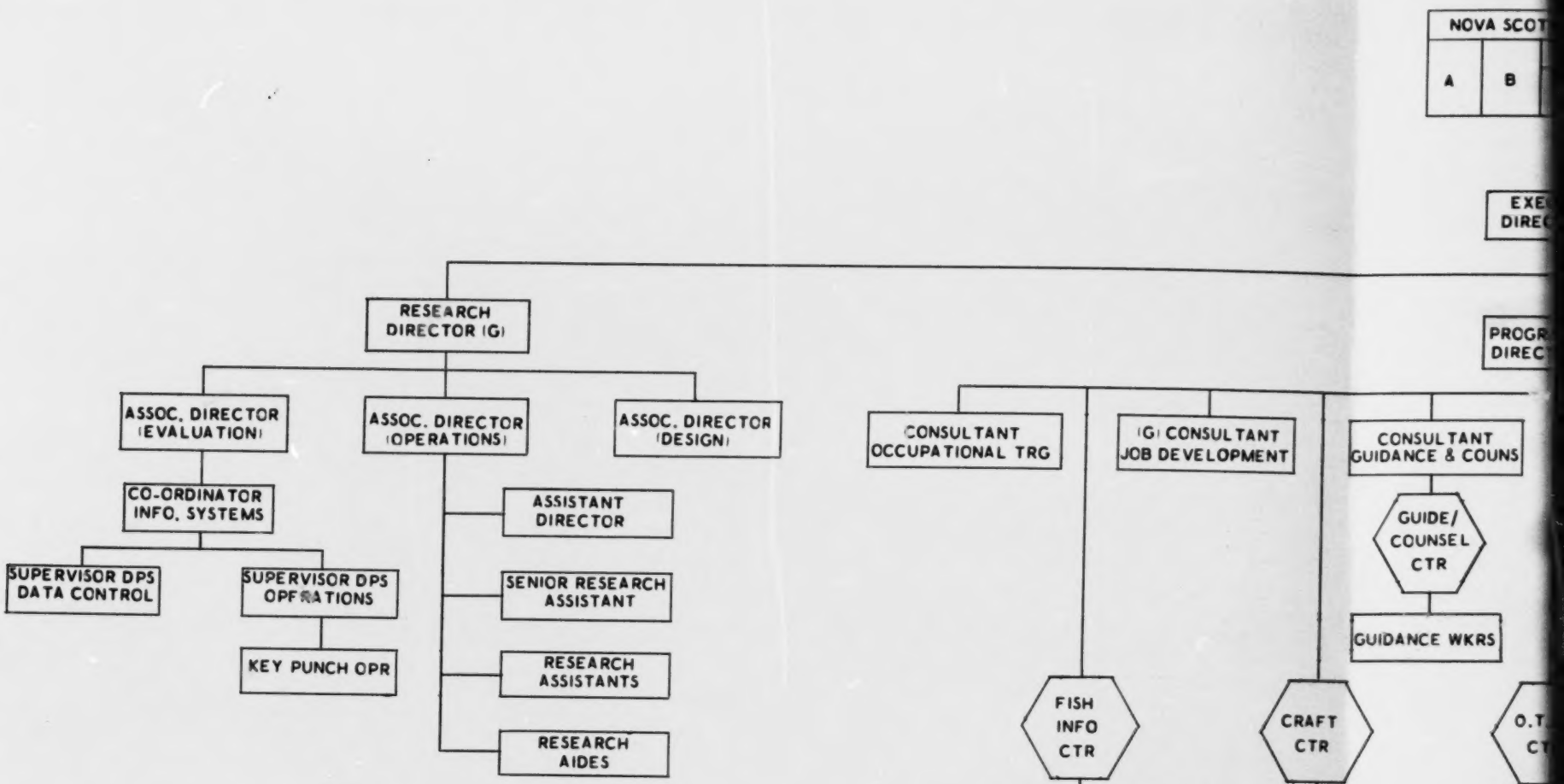
A staff listing giving position titles that conform with the organizational chart shown in Figure 5 follows.

a) Policy Group

T. M. Jones	Executive Director
A. J. Sands	Program Director
L. R. Denton	Research Director
R. H. F. White	Administrative Director

b) Advisory Group

R. E. Adams	Consultant (Occupational Training)
L. L. Batdorf	Consultant (Job Development)
R. B. Cormier	Consultant (Guidance & Counselling)
O. R. Endicott	Consultant (Guidance & Counselling)
A. N. Herzog	Associate Director of Research (Evaluation)
J. C. Jeffery	Co-ordinator of Information Systems
P. A. Keen (Miss)	Assistant Director of Research
J. G. MacLean	Administrative Assistant
H. E. Newell	Consultant (Social Development)



LEGEND

A - Federal Member of Corporation
B - Provincial Member of Corporation
C - Executive Director (App by A & B)
D - Director of Corporation (App by A & B)
E - Assistant Executive Director
F - Secretary Treasurer to Board
G - Officer of the Corporation

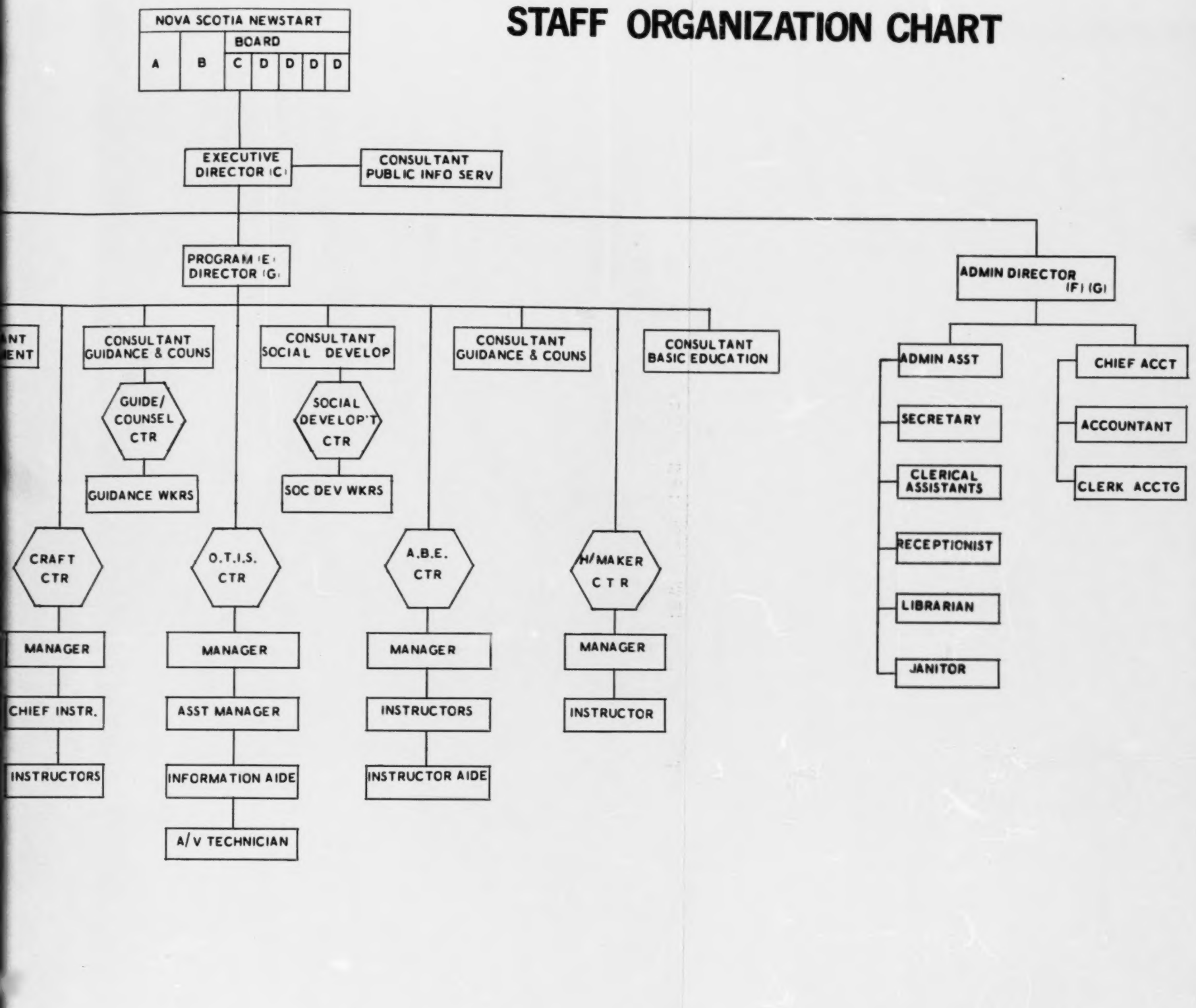
——— Reporting Lines

- - - - - Planning and Development

Personnel required for additional Consultatives roles are contracted for on an as required basis and are not indicated on this chart.

31/1/70

STAFF ORGANIZATION CHART



J. M. Pell (Mrs.)	Consultant (Public Information Service)
E. M. Pond	Associate Director of Research (Design)
G. L. Somers	Consultant (Basic Education)
H. S. Sutherland	Associate Director of Research (Operations)

c) Managerial Group

G. W. Hamilton	Manager - A. B. E. Centre
A. F. Lantz	Manager - Craft Centre
V. C. LeBlanc	Manager - O. T. I. S. Centre
M. C. Pineo	Assistant Manager - O. T. I. S. Centre
E. G. Smith	Chief Accountant
E. M. Sweeney (Mrs.)	Manager - Homemaker Centre
J. H. Hansen	Manager - Fisheries Information Centre

d) Managerial Support Group

R. T. Bentley	Research Assistant
S. C. Bentley (Mrs.)	Research Assistant
B. C. Brady (Miss)	Senior Research Assistant
V. J. Collins (Mrs.)	Supervisor - D. P. S. Operations
G. d'Entremont	Technician (Fisheries)
M. Doucet	Instructor - Craft Centre
E. C. Durkee	Technician (Fisheries)
A. J. Eldridge (Miss)	Supervisor - D. P. S. Data Control
H. Flash	Research Assistant
F. S. Hamilton	Research Assistant
R. M. MacDonald (Miss)	Instructor - A. B. E. Centre
M. R. Sperry (Mrs.)	Instructor - Craft Centre
R. J. Surette	Accountant

e) Managerial Assistance Group

D. A. Allen	Guidance Worker
D. R. Bourget (Mrs.)	Social Development Worker
E. P. Cosman (Mrs.)	Clerical Assistant (Steno III)
J. D. Cunningham (Miss)	Clerical Assistant (Steno II)
I. L. d'Entremont	Guidance Worker
P. A. d'Entremont (Mrs.)	Guidance Worker
B. F. Duncanson (Miss)	Clerical Assistant (Clerk I)
A. E. Gavel (Mrs.)	Guidance Worker
C. H. Hamm (Mrs.	Clerical Assistant (Clerk II)
J. S. Hemeon (Mrs.)	Clerical Assistant (Steno III)
L. H. Johnson (Mrs.)	Guidance Worker
R. E. King	Clerical Assistant (Clerk II)
S. A. LeBlanc (Miss)	Clerical Assistant (Steno III)
R. M. Lennox	A/V Technician
J. H. Lewis (Mrs.)	Clerical Assistant (Steno III)
A. S. MacKenzie	Guidance Worker
P. J. McGray (Miss)	Clerical Assistant (Steno III)
O. R. McKenzie (Mrs.)	Clerk Accountant

M. B. Milbury (Mrs.)	Librarian
G. F. Moses (Miss)	Clerical Assistant (Steno I)
P. T. Muise (Miss)	Clerical Assistant (Clerk II)
S. P. Paris (Miss)	Secretary
J. A. Pitman	Social Development Worker
V. C. Pothier (Miss)	Clerical Assistant (Steno I)
E. S. Raynard (Mrs.)	Guidance Worker
C. J. Ring (Miss)	Clerical Assistant (Clerk I)
W. F. Sands (Miss)	Clerical Assistant (Steno IV)
J. J. Saulnier	Key Punch Operator
M. R. Saulnier (Miss)	Clerical Assistant (Steno IV)
H. S. Smith	Guidance Worker
C. M. Surette (Mrs.)	Research Aide
C. H. Sweeney	Guidance Worker
D. A. Swim	Janitor
G. J. Thibodeau	Guidance Worker
M. T. Thibodeau (Mrs.)	Guidance Worker
M. I. Trefry (Mrs.)	Receptionist
M. B. Veinot (Mrs.)	Guidance Worker
B. A. Voeltz (Mrs.)	Clerical Assistant (Steno II)
S. L. White (Miss)	Clerical Assistant (Steno III)
C. A. Woodward (Miss)	Clerical Assistant (Steno II)

3. Consultants

A contract with Dr. Blair Shaw of the Department of Applied Psychology, Ontario Institute for Studies in Education, Toronto, continued during the year in order to provide a consultative service in project design assessment, instrumentation development, and identification of variables. Cost to the Corporation in 1969 was $6,300.00.

Professor Louis W. Lafferty, Department of Sociology, Acadia University, Wolfville, N. S. was awarded a contract to undertake several research studies, and to direct a group of six research assistants and a research aide assisting with these studies. The cost to the Corporation for this service in 1969 was $21,945.00.

Mrs. Jean Pell, Hebron, N. S. was placed under contract following her resignation from the Board of Directors to provide a Public Information Service from January 1, 1969 to May 31, 1969. At that time it was decided that the interests of the Corporation could be best served by creating a position for a Public Information Officer on

staff. This position was subsequently filled by Mrs. Pell. Consultant cost to the Corporation for this service was $2,400.00

The services of thirty-eight additional persons were secured for varying periods to provide consultant services in training and instruction of trainees, and to develop curriculum and materials for projects under development or in operation. Approximate cost of these services was $35,000.00.

David Jackson and Associates of Toronto completed contracts for both the Human Resources Survey and the Economic Opportunities Survey initiated in 1968. Total expenditure on these contracts was $11,237.00.

Dr. E. Fraser MacDonald of Yarmouth was placed under contract to provide medical examinations for trainees. Total cost for 1969 was $1,100.00.

4. Accommodation and Facilities

a) Headquarters

The administrative headquarters location of the Corporation remained unchanged at 336 Main Street, Yarmouth, N. S. Research facilities in this building were provided by the relocation of the Basic Education Unit and Guidance and Counselling Unit. Audio-video equipment was moved to the Occupational Training Information and Study Centre. A semi-automatic Branch Phone Exchange was installed with capacity for fifty extensions to connect all facilities except the Pubnico Extension Centre and the Mobile Unit.

b) Guidance and Counselling Centre

This facility was opened at 342 Main Street, Yarmouth, N. S. in leased accommodation consisting of approximately 1,600 square feet in

June 1969 as a resource centre to provide facilities for the Intake, Placement, Guidance and Counselling activities for the Corporation.

c) Adult Basic Education Centre

This facility was established in April, 1969 in leased accommodation on the second floor of a building located at 300 Main Street, Yarmouth, N. S. The Centre consists of approximately 3,860 square feet of floor space providing instructors' rooms, lecture rooms, electronic learning laboratory, reference library, and reading room designed to facilitate programs in basic education.

d) Occupational Training Information and Study Centre

This facility was established in June, 1969 in leased accommodation on the second floor of a building located at 355 Main Street, Yarmouth, N. S. The Centre consists of approximately 2,813 square feet of floor space providing instructors' rooms, meeting room, study areas, reference and lending library, reading room, projection room, and theatre.

e) Fisheries Information Centre

This facility, consisting of approximately 1,500 square feet of floor space in an ATCO prefabricated trailer unit complex (30' x 52'), was erected in 1968 on the Public Wharf in Yarmouth, N. S. It provides office, library, display and projection capabilities for the dissemination of current information to personnel interested in marine and fisheries occupations. The operation of this service continued throughout 1969. This building was purchased under the lease-option-to-buy clause of the agreement in December, 1969. Purchase was made to facilitate possible transfer of the service to some other agency when experimental purposes had been achieved.

f) Fisheries Training Centre

This facility consisting of approximately 5,000 square feet of usuable floor space, located at 126 Water Street, Yarmouth, N. S. was leased for the purpose of providing shore training to trainees involved in Project 420. The space was utilized from April to September of 1969.

g) Social Development Centre

This Centre located at 174 Main Street, Yarmouth, N. S. was originally leased in 1968 as an extension centre for guidance and counselling. Now utilized for Social Development activities, it consists of approximately 4,000 square feet of floor space.

h) Data Processing Centre

Established in March of 1969 at 4 Thurston Lane, Yarmouth, N. S., the facility consists of approximately 1,150 square feet of leased ground floor office and machine room space designed to accommodate data processing staff and equipment.

i) Homemaker Centre

Located at 30 Chestnut Street, Yarmouth, N. S., this is a large private home purchased by the Corporation as a training site for participants in Project 500. It consists of approximately 3,500 square feet of floor space.

j) Craft Centre

This facility was retained on lease following 1968 operations as a training site for participants in Project 600. Located at 215 Main Street, Yarmouth, N. S., it was transferred in August, 1969 to Arts Atlantic Co-Operative Limited The Co-Operative operates a training program under the terms of an agreement with the Corporation to prepare

disadvantaged people to supplement income by the production and marketing of handcrafts.

k) Extension Centre (South Ohio)

This is leased accommodation of approximately 610 square feet of floor space in South Ohio, Yarmouth County. Since the Corporation will not continue this operation in 1970, action is being taken to obtain permission to sub-lease.

l) Extension Centre (Pubnico)

This consists of two rooms in a commercial building in West Pubnico, Yarmouth County, N. S. Floor space of approximately 880 square feet is leased by the Corporation.

This Centre was maintained for guidance and counselling and social development activities in the Pubnico area during 1969.

m) Mobile Unit

This is a 43' x 10' trailer owned by the Corporation and used as a mobile extension centre. From January to July, 1969, it was located in Tusket, Yarmouth County, N. S., and provided a base for guidance and counselling in that area. It was subsequently located in Greenville as a mobile classroom facility.

n) M. V. Gulf Gerd

This is a 130' stern trawler used in the fisheries training program under charter to the Corporation. With the completion of this program in September, 1969, the charter was terminated and the vessel returned to the owners.

o) Oil Burner Training Centre

This is a workshop leased at 32 Queen Street, Yarmouth, N. S.,

for the months of June, July, and August for the purpose of providing training space for Project 460.

p) On-Job-Training Space

Several firms in the area provided training space during the year for on-the-job training of trainees selected to participate in Project 340.

NOVA SCOTIA NEWSTART INC.

REPORT AND FINANCIAL STATEMENTS

DECEMBER 31, 1969

AUDITORS' REPORT

The Members,
Nova Scotia NewStart Inc.

We have examined the balance sheet of Nova Scotia NewStart Inc. as at December 31, 1969, and the statements of expenses and cash flow for the year then ended and have obtained all the information and explanations we have required. Our examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as we considered necessary in the circumstances.

In our opinion, and as shown by the books of the Company, these financial statements present fairly the financial position of the Company as at December 31, 1969, the results of its operations, and the source and application of cash for the period then ended, in accordance with generally accepted accounting principles applied, except as indicated in Note 2 to the financial statements, on a basis consistent with that of the preceding year.

Touche Ross & Co.

TOUCHE ROSS & CO.
Chartered Accountants.

A.M. Henderson, F.C.A.,
Auditor General of Canada.

March 17, 1970.

NOVA SCOTIA, NEWSTART INC.

(Incorporated under the Nova Scotia Societies Act)

BALANCE SHEET AS AT DECEMBER 31, 1969

	1969	1968
ASSETS		
Current		
Cash	$ 62,908	$ 179,276
Short-term deposits	-	100,000
Operating grants receivable from Canada	-	58,100
Travel advances	1,250	1,500
Accounts receivable	2,761	3,587
Prepaid insurance	-	10,484
	66,919	352,947
Note receivable - Arts Atlantic Cooperative Limited	19,650	-
Fixed assets - Schedule I	124,400	75,778
	$ 210,969	$ 428,725
LIABILITIES		
Cheques issued and outstanding	$ 36,087	$ 37,690
Accounts payable and accrued liabilities (Note 1)	3,748	9,731
	39,835	47,421
EQUITY AVAILABLE FOR FUTURE OPERATION		
Balance - January 1	$ 381,304	$ 38,157
Operating grants from Canada	900,000	858,100
Recovery of rent on purchase of building	3,375	-
	1,284,679	896,257
Less: Net expenses	1,109,146	514,953
Adjustment to fixed assets (Note 2)	4,399	-
	1,113,545	514,953
Balance - December 31	171,134	381,304
	$ 210,969	$ 428,725

The notes to the financial statements are an integral part thereof.

On behalf of the Board

_____ Director

_____ Director

NOVA SCOTIA NEWSTART INC.

STATEMENT OF NET EXPENSES
FOR THE YEAR ENDED DECEMBER 31, 1969

	1969	1968
Salaries	$ 583,506	$ 253,185
Employee benefits	42,219	20,447
Occupancy	192,623	80,445
Consultants', directors' and personnel costs	108,838	85,648
Travel and communication	54,912	29,513
Equipment and supplies	54,520	36,599
Trainee allowances, benefits and provisional training costs	44,394	15,684
Depreciation	32,262	15,194
Automotive and sundry	6,214	3,419
	1,119,488	540,134
Less: Interest on short-term deposits	10,342	25,181
	$ 1,109,146	$ 514,953

The notes to the financial statements are an integral part thereof.

NOVA SCOTIA NEWSTART INC.

STATEMENT OF CASH FLOW
FOR THE YEAR ENDED DECEMBER 31, 1969

Net cash balance - December 31, 1968		$ 141,586
Source of funds		
Cash grants from Canada	$ 900,000	
Decrease in short-term deposits	100,000	
Decrease in operating grants receivable	58,100	
Decrease in travel advances	250	
Decrease in prepaid insurance	10,484	
Recovery of rent on purchase of building	3,375	1,072,209
		1,213,795
Application of funds		
Net expenses	1,109,146	
Less: Expense not requiring an outlay of cash - depreciation	32,262	
	1,076,884	
Increase in accounts and note receivable	18,824	
Decrease in accounts payable	5,983	
Adjustment to fixed assets (Note 2)	4,399	
Purchase of fixed assets	80,884	1,186,974
Net cash balance - December 31, 1969		$ 26,821

The notes to the financial statements are an integral part thereof.

NOVA SCOTIA NEWSTART INC.

NOTES TO THE FINANCIAL STATEMENTS
DECEMBER 31, 1969

1. At December 31, 1969, there were outstanding commitments amounting to approximately $18,000 in respect of unfulfilled purchase orders ($13,000) and contractual commitments ($5,000) for consulting services on projects not yet completed.

2. During the year ended December 31, 1969, the Company changed its method of accounting for leasehold improvements. It was decided to write leasehold improvements off to expense when purchased to reflect the fact that such improvements revert to the lessor when leases expire. This change, with which the Auditors concur, resulted in an adjustment to equity of $4,399, representing the net book value of leasehold improvements as at December 31, 1968.

Schedule I

NOVA SCOTIA NEWSTART INC.

SCHEDULE OF FIXED ASSETS
FOR THE YEAR ENDED DECEMBER 31, 1969

	COST				ACCUMULATED DEPRECIATION				Depreciated Balance
	Balance Jan.1/69	Additions	Disposals	Balance Dec.31/69	Balance Jan.1/69	Additions	Disposals	Balance Dec.31/69	Dec.31/69
Automotive equipment	$ 5,922	$ -	$ -	$ 5,922	$ 1,184	$ 938	$ -	$ 2,122	$ 3,800
Buildings	15,000	24,621	-	39,621	-	7,921	-	7,921	31,700
Leasehold improvements (Note 2)	5,498	6,666	12,164	-	1,099	-	1,099	-	-
Office furniture and equipment	41,803	39,465	2,471	78,797	8,361	14,143	107	22,397	56,400
Training equipment	22,749	29,006	7,021	44,734	4,550	9,260	1,576	12,234	32,500
	$ 90,972	$ 99,758	$ 21,656	$ 169,074	$ 15,194	$ 32,262	$ 2,782	$ 44,674	$ 124,400

VIII - STUDY AND PROJECT PROFILE

During 1969 the Corporation was involved in a total of thirty-five studies and project. (See Figure 6 - Study and Project Profile).

Of this number, eighteen were studies designed and directed by members of the research staff of the Corporation. In this group, three studies were completed in 1969 and reports were prepared and released by the Corporation on recommendation of the Editorial Board. The remaining studies will be further developed in 1970, and reports prepared for release to appropriate agencies.

Seventeen projects were operative in 1969 under the direction of members of the Corporation's program staff. Of this number, two were completed in 1969 and reports were released. Operations for seven additional projects were completed in 1969, and operational reports were in preparation at the end of the year. These reports will be released in 1970. Operations for the remaining projects, as indicated in Figure 6, will continue to be initiated in 1970.

It is anticipated that twenty-three of the studies and projects in which the Corporation was involved at the close of the year will result in reports, or report series, which will be released to the Nova Scotia Department of Education and the Canada Department of Regional Economic Expansion for wider consumption by potential adoptive agencies. The remaining studies and reports will be utilized internally in designing new interventions. A full profile of all projects and studies follows.

NUMBER	TITLE	GENERAL AREA OF STUDY	STATUS AT DEC.31/69	ACTION SCHEDULED	REPORT DISTRIBUTION	SUMMARY DESCRIPTION OF PROJECT OR STUDY
010	Dacum Development	I	Proposal Preparation	Specification of Instructional System	G	Specification and testing of a behaviourally defined instructional system with particular relevance to Occupational Training (see also projects 320, 420, 460, 500, and 600).
01	Training for Oil Burner Mechanics	I	Report Preparation	Report Submission	R	Feasibility study for training Oil Burner Mechanics based upon assessment of employment opportunity (see also project 460).
021	Fisheries Information Centre	I	Report Preparation	Report Submission	G	Character and dimensions of utilization after one year of operation (see also study 022 and project 921).
022	Fisheries Information Centre	I	Completed	-	G	A sample survey approach to evaluating a newly established Fisheries Information Centre (see also study 021 and project 921).
04	Life Patterns of the Disadvantaged	P	Data Analysis	Report Submission	G	Description and contrast re differences in life style between advantaged and disadvantaged neighbourhoods.
05	Extension Centres and Indigenous Counsellors	I	Report in Preparation	Report Submission	R	An evaluation of effectiveness of function of Indigenous Counsellors and Extension Centres used as base of operations (see also projects 710 and 711).
06	Career Patterns of Fishermen	P	Data Analysis	Report Preparation	G	Study of life style of 119 fishermen in Yarmouth County, N. S.
15s	Analysis of Exploratory Projects	I	Research Memoranda in Preparation	Research Memoranda Submission	R,G	Post-facto analysis of early exploratory projects designed and implemented by the Corporation in 1968-69.
40s	Population Studies	P	Data in Preparation for computer analysis	Report Preparation	G	Studies of population and sub-population characteristics based on data from Human Resources Survey (1968 Annual Report).
42s	Utilization Study Occupational Training, Information and Study Centre	I	Proposal Preparation	Data Collection and Analysis	G	As indicated by study title (see also project 942).
30s	Psychometric Study-Corporation Project Participants	P	Proposal Preparation	Data Collection and Analysis	R	As indicated by study title.
60s	Follow-up study of Corporation Contacts and Trainees	I	Proposal Preparation	Data Collection and Analysis	R,G	As indicated by study title.
70s	Job Opportunity Study	E	Data Analysis	Report Preparation	G	Study of job opportunities in Yarmouth County, N.S. based upon analysis of Economic Opportunities Survey (1968 Annual Report).
80s	Systems Study of the Effectiveness of Human Resource Agencies	E	Proposal Specification	Data Collection and Analysis	G	As indicated by study title.
90s	Feasibility Study-Fisheries Training	I	Completed	-	R	A feasibility study of fisheries training for deckhands based upon an opinion survey of captains and crews of offshore fishing vessels (see also project 420).
700s	Research Evaluation Report-Basic Education	I	Completed	-	R	A research memorandum relating to initial exploratory projects in Basic Education conducted by the Corporation (see projects 722, 752, and 754).
320	Basic Education-An Individualized Approach	I	Program Development	Development and Testing	G	Development and testing of an instructional system in basic education and life skills designed to promote self-assessment, self-directed learning, and individual intake, progression, and exit re the learning environment.
321	Token Reinforcement	I	Operational	Report Preparation	G	Testing of a reinforcement system in the operation of the Education Development Laboratories 100-RA-AA Level Basic Literacy Training.
322	BATRM	I	Proposal Preparation	Program Development and Testing	G	A developmental study designed to specify and test an instructional system for overcoming motivational problems in teaching reading to disadvantaged persons at low literacy levels (BATRM - Basic Automated Texting Response Modules).
360s	Psycho-Social-Educational Study	P	Data Analysis	Report Submission	G	A study to determine how selected groups perceive and define "disadvantage", and to provide insight into how certain people become disadvantaged.
821	Social Development Study	I	Operational	Operations; Data Collection and Analysis	G	An intervention project designed to examine the processes of community development that are effective in assisting disadvantaged people to identify problems and select and implement solutions.
340 (841)	On-the-Job Training	I	Operational	Operations; Data Collection and Analysis	G	An intervention project designed to test the effectiveness of on-the-job training and self-study materials for craft-level occupations (first cycle reported in 1968 as project 841).
364	Pre-Vocational Communications Instruction	I	Operational	Phase-out and Report	R	An exploratory intervention project designed to test the use of the EDL instructional system.
500	Housekeeper/Homemaker Training	I	Operations Completed	Report Submission	G	Development and testing of an instructional system for housekeepers and homemakers with particular reference to disadvantaged females.
600	Arts and Crafts Training	I	Operational	Operations; Data Collection and Analysis	G	Development of a training program in Arts and Crafts as a means to testing the effectiveness of this kind of training for supplementing the income of disadvantaged persons on low and fixed incomes (see also project 601).

90s	Feasibility Study-Fisheries Training	I	Completed	-	R	A feasibility study of fisheries training for deckhands based upon an opinion survey of captains and crews of offshore fishing vessels (see also project 420).
700s	Research Evaluation Report-Basic Education	I	Completed	-	R	A research memorandum relating to initial exploratory projects in Basic Education conducted by the Corporation (see projects 722, 752, and 754).
320	Basic Education-An Individualized Approach	I	Program Development	Development and Testing	G	Development and testing of an instructional system in basic education and life skills designed to promote self-assessment, self-directed learning, and individual intake, progression, and exit re the learning environment.
321	Token Reinforcement	I	Operational	Report Preparation	G	Testing of a reinforcement system in the operation of the Education Development Laboratories 100-RA-AA Level Basic Literacy Training.
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360s	Psycho-Social-Educational Study	P	Data Analysis	Report Submission	G	A study to determine how selected groups perceive and define "disadvantage", and to provide insight into how certain people become disadvantaged.
821	Social Development Study	I	Operational	Operations; Data Collection and Analysis	G	An intervention project designed to examine the processes of community development that are effective in assisting disadvantaged people to identify problems and select and implement solutions.
340 (841)	On-the-Job Training	I	Operational	Operations; Data Collection and Analysis	G	An intervention project designed to test the effectiveness of on-the-job training and self-study materials for craft-level occupations (first cycle reported in 1968 as project 841).
364	Pre-Vocational Communications Instruction	I	Operational	Phase-out and Report	R	An exploratory intervention project designed to test the use of the EDL instructional system.
500	Housekeeper/Homemaker Training	I	Operations Completed	Report Submission	G	Development and testing of an instructional system for housekeepers and homemakers with particular reference to disadvantaged females.
600	Arts and Crafts Training	I	Operational	Operations; Data Collection and Analysis	G	Development of a training program in Arts and Crafts as a means to testing the effectiveness of this kind of training for supplementing the income of disadvantaged persons on low and fixed incomes (see also project 601).
601	Developing a Self-Sustaining Training, Production and Marketing Agency in Arts and Crafts	I	Proposal Preparation	Proposal Study	G	A proposal for a job development project, to test the job-creating potential of a combined training, production and marketing organization in providing substantial supplementary income for disabled and older persons, and others with low mobility potential and low fixed income (see also project 600).
921	Point-of-Contact	I	Completed	-	G	A project designed to test the effectiveness of providing useful technical information to personnel of the fishing and marine industries by means of a strategically located information centre (this is an operational report; see also studies 021, and 022).
942	Occupation Training, Information and Study Centre	I	Operational	Operations; Data Collection and Analysis	G	A project to test the effectiveness of an information and study centre in assisting adults to improve occupational status (see also study 42s).
420	Fisheries Training	I	Operations Complete	Report Editing	G	A project to test an instructional system for preparing disadvantaged young men for deckhand positions in the offshore fleet. First cycle reported as project 800 in 1968 (see also study 90s).
460	Oil Burner Mechanics Training	I	Operations Complete	Report Editing	G	A project to test an instructional system developed in rapid response to perceived job opportunities in the area (see also study 01).
710-711	Para-Professional Counsellors	I	Operations Complete	Report Submission	G	A project involving the training and functioning of indigenous, para-professional counsellor assistants (see also study 05).
720	Opportunities Analysis	I	Complete	-	G(340/841)	A group counselling project as preparation for entry to Project 841 (1968).
722	Pre-Vocational Adjustment	I	Operations Complete	Report Submission	G(320)	An exploratory counselling and basic education program for persons prematurely terminating formal education.
752/754	Basic Education	I	Operations Complete	Report Submission	G(320)	Exploratory basic education projects involving the use of an auto-instructional system (see study 700s).

LEGEND
I - Evaluation of Effectiveness of Interventions
E - Environmental Studies
P - Characteristics and Profile of Disadvantaged
G - General - National Distribution to relevant agencies and individuals
R - Restricted - Distribution to relevant staff of Corporation

Figure 6 - STUDY AND PROJECT PROFILE

XI - OBSERVATIONS

One product of the Corporation's continuing examination of its effectiveness is the awareness that, given the present level of knowledge and experience, a great deal more might have been achieved. The purpose of this Chapter is to indicate ways in which the knowledge and experience gained to date might be invested in order to provide optimum return.

Since the Canada NewStart Program is an experiment of limited duration, it is important to examine, in mid-career, the degree of its effectiveness and the extent to which its achievements may be incorporated into a continued and extended effort to utilize and improve human resources capital. Four basic questions will be examined:

1. What has been learned that can contribute to further efforts of a similar nature?
2. To what extent have original objectives been met and in what ways have these objectives been significantly related to the solution of problems of human resource development and economic growth?
3. In what ways might the present NewStart structure be transformed, modified, or extended to capitalize on the initial investment?
4. What alternative organization and resource structures might be suggested for solving the complex problems of disadvantage, human resource development, and regional economic disparity?

The problems to which the Corporation has addressed itself are not ones which respond to short-term measures. The developing and testing of programs to assist the disadvantaged to reduce their economic dependence and to

increase their economic and social skills are long-range efforts. The payoff for programs designed to develop new knowledge in the form of instructional systems or social development strategies depends on continuity of investigation because of the long and involved process from conceptualization to commercially viable acceptance. The concern of the Corporation has been not merely with the transfer of resources from one segment of the population to another, but with the development of improved methods for utilizing such resources through research and development strategies. For this reason, the product of many Corporation efforts will be intermediate rather than ultimate, resulting in incomplete solutions which will require further development.

The amelioration of poverty cannot be treated in isolation. It must be seen as an element in a larger picture concerned both with physical and human capital development and research. Since the Corporation's mandate is in the field of human resources and since many other organizations and agencies are concerned with physical development, there is only casual reference here to the latter problem.

In the remainder of this Chapter, the following issues are explored in arriving at answers to the four questions posed above:

1. A rationale for human resources research;
2. The characteristics of research and development efforts;
3. The relationship between human resources research and regional economic development;
4. Human resources problems requiring research attention, and

5. The development of a multidisciplinary vehicle for solving human resource problems.

A Rationale for Human Resource Research

Any government has certain responsibilities with regard to the efficient use and equitable distribution of available resources. While the private sector controls parts of this, some programs are so large or of such widespread application that only government can cope with them.

While it has been traditional to concentrate primarily on physical resources such as land, minerals, and raw materials, it is important to recognize the value of human resources as a source of capital and income.

It is becoming apparent that no more than 50 per cent of the growth in per capita output in both Canada and the United States can be attributed to investment in physical resources. Dennison (1962) estimates that 21 per cent of the growth of real income in the United States between 1929 and 1957 was attributable to education while another 36 per cent was attributable to advances in knowledge which can be associated with educational advances. Gordon Bertram (1966), who replicated the Dennison model for Canada, estimates that better education alone has raised labour earnings of Canadians by 30 per cent and contributed at least 25 per cent to growth in per capita productivity during the period 1911 to 1961.

A strong case has been made by the economists (Weisbrod, 1966) for the social profitability and the individual profitability of government investment in human resources. What has not as yet been determined is the

best way to invest this capital. For example, will economies of scale (e.g. larger schools) permit output to rise proportionately more than the increase in human resource investment? Will improvement in the quality of teachers and in the introduction of educational technology result in greater productivity in a shorter time? Will improvement in techniques of organizing human resource production (health, welfare, education) increase productivity as they have done analogously for physical investments in industry? Human resource research is concerned with solving such problems and with finding effective and efficient ways to select inputs and transform them into desired outputs in an optimal way.

Characteristics of Research and Development Efforts

It is an unfortunate fact that a good deal of what passes for knowledge in the social sciences, in strong distinction from the physical and life sciences, is ideological in nature. It is not uncommon to have social scientists favour solutions to problems not because of any evidence for their likelihood of success, but because of preconceived ideological preferences. There is thus great need for developing an institutional, knowledge-seeking structure for accumulating objective knowledge through disciplined inquiry to permit policy-makers to make rational decisions with respect to social and human problems.

Recently, Cronbach and Suppes (1969) have suggested that research, in its broadest interpretation, can be characterized by the fact that it is "disciplined inquiry". In disciplined inquiry the study is conducted and

reported in such a way that the "argument can be painstakingly examined". The distinctive features are disciplined investigation, theoretical construction, empirical verification, and probabilistic conclusions. Cronbach and Suppes (1969) go on to suggest that disciplined inquiry can be regarded as (1) conclusion-oriented, (2) decision-oriented, or (3) social accounting. The decision-oriented study is a commissioned study while the conclusion-oriented one takes its direction from the investigator's commitments and hunches. Social accounting, in contrast, is a routine, continuous collection of facts that are relevant to maintaining a description of an ongoing process or institution.

The Corporation's activities are almost exclusively in the area of decision-oriented inquiries with some concern for improved social accounting. The process may be looked on as an input-output system where the inputs are the problems, the outcome objectives, and the programs; and the outputs are information, methodologies, and services. As an element in this process, it is necessary to evaluate the ongoing program activities in terms of both process and outcomes, and to develop, where possible, objectively measurable criteria.

Decision-oriented research of this type is typically the product of team efforts from several disciplines and is concerned with producing a tangible and useable product as well as with providing policy-makers with information to make decisions concerning the allocation of funds. The typical sequence of such decision-based inquiry is (1) conceptualization, (2) research, (3) product development, (4) demonstration, (5) transmission, (6) installation, and (7) production on a commercial basis.

While prototypes of this kind of organized research and development institution exist on a small scale, the design of a laboratory, such as is presented below, for the entire area of regional human resource research and development has nowhere as yet been essayed. The Corporation has made some small efforts toward this end, but, because of the limitation in time and resources, has not been able to attack this larger problem except on a theoretical basis.

The Relationships Between Human Resources Research and Regional Economic Development

Since the Corporation has been operating on a limited mandate in terms of time, target population, geographic area, and governmental involvement, it is now felt, as has been stated earlier, that it would be well to examine how the lessons learned to date might be related to a larger sphere of influence.

With current attention in regional economic development being on growth-centres with the emphasis on physical infrastructure improvements in limited areas, the question arises as to the place of human resource development in overall planning. The major problems in the human area would seem to be health, education, job training, and mobility. For example, there is need, in some areas of Canada, to reduce migration into large metropolitan areas and paradoxically at the same time to increase migration from stagnant areas. This implies an urban growth centre strategy based on intermediate-sized cities which have given some evidence of a potential for growth. Allocation of available resources in this way would tend to attract industry away from congested areas and simultaneously

to induce human resources to leave the lagging areas. Given limited resources, such a policy would appear to be optimal.

If this, or some regional variant of this model is being pursued, there is a real need to attack the structural problems of human resource development in lagging regions. This forms the basis for the concern for concentrating emphasis on research and development in human resources. For example, methods of determining the actual human resource needs of a lagging region may not be clearly apprehended, methods for preparing people to migrate are not well defined, nor is the relationship between infrastructure needs and human resource requirements in a lagging region well articulated. It is in this area that the need for disciplined, systematic investigation is obvious.

On the basis of experience gained thus far by the Corporation, it appears necessary to provide an apparatus for assisting policy-makers and economic planners in taking account of the human resource base and the social context which, if ignored, may well destroy the effectiveness of any economic plan.

Human Resource Problems Requiring Research Attention

According to the Canada Index of Programs for Human Development (1967) there are, at the federal level, over 200 programs concerned with some aspect of human resource development administered by some 21 different agencies. If these programs follow the usual pattern (Wilcox, 1969) some are designed to alleviate poverty (public assistance, welfare services); some attempt to remove the causes of human problems (area economic

development, manpower training, community betterment); but some may act to worsen situations (minimum wage laws, reduction of welfare payments as income rises). Because of the absence of evidence as to the actual effects of these programs, there is a definite need to examine them carefully and, if necessary, to design better programs to accomplish intended policy objectives. If human resource programs are to be anything more than palliatives and if they are to avoid retrograde effects, there must be understanding of the underlying factors which operate to create the unwanted conditions.

Because many anti-poverty programs are concerned with the redistribution of income from the taxpayers to the poor, there is need to ascertain whether, in fact, they are having the supposed redistributional effects. Universal programs, for example, such as medical insurance, family allowance, and old age security, often provide benefits to many outside the intended target population.

In this context, it is also necessary to ask whether an adequate proportion of available resources is being allocated to such progress-generating activities as research, development, dissemination, and evaluation. Some of the investments in human resource development are consumed immediately (pensions and allowances); some generate future streams of goods where the return takes place over a considerable time span, as with educational inputs for children, or over a shorter period of time, as in manpower retraining programs. However, inputs to research and development generate productivity increases in a more direct way since they are specially concerned with the solution of specific problems which

will increase the productivity of a particular process.

The list of human resource problems which would lend themselves profitably to research and evaluation is extensive. The following selection is reasonably typical:

1. Cost-benefit analysis to determine which alternative methods of providing training to disadvantaged and unemployed persons have the largest payoff;
2. Determination of the relationship between actual educational requirements on jobs of varying skills and the education of job incumbents;
3. Development of effective programs to improve mobility of people to jobs and better matching between vacancies and those seeking work;
4. Design of instructional systems and their development and dissemination to instructional systems both in prototype and in final installed form;
5. Applications and evaluation of instructional technology in the form of computer-assisted instruction, new media, textbooks, and other educational artifacts;
6. Determination of the income productivity of learning in different disciplines and the development of incentive programs to attract personnel to disciplines where skills will be most needed;
7. Examination of those factors, such as new technologies and mass media, which appear to influence the rate of social change and create disharmonies of development.

A Proposal for an Institute for Human Resource Research and Development

As a vehicle to provide human resource research and development input for regional economic development, the NewStart model has had some important shortcomings. Among these are: (1) concentration on only the disadvantaged segment of the population; (2) research in some instances being secondary to service objectives; (3) lack of adequate time to achieve overall objectives; (4) difficulty of achieving optimum balance among programs; (5) difficulty in producing useable products with limited time and resources.

Assuming the objective of providing validated information and programs for the human resource aspects of regional economic planning, there are a number of alternative approaches. These might include:

(1) The NewStart approach, the limitations of which have been discussed above;

(2) The Community College approach in which a research function could be built into the college operation;

(3) The Institutional-Facilitative approach by which research and development projects would be identified and contracted to existing institutions or agencies;

(4) The Social, Human, and Economic Area Redevelopment approach, which would concentrate on the effective development and utilization of the social, human, and economic resources of an area;

(5) The Human Resource Research and Development Institute approach which combines what seem to be the more desirable features of the previous four patterns and is the one recommended here.

This Institute could be local, provincial, or regional in scope and would have as its major objective the provision of research and development inputs to aid in solving the problems associated with human resource development.

Financing would be largely through the Department of Regional Economic Expansion but, because of the intimate relationship of education and welfare with human resource development, it would be desirable to have provincial financial involvement.

The proposed Institute would perform some or all of the following functions:

(1) The evaluation of human resource development and service institutions such as schools, manpower, health and welfare agencies, toward the end of improving their service delivery systems, developing innovative programs, conducting pilot and demonstration projects, and providing assistance in planning for expected changes in demand and resource needs.

(2) The development of criteria for agency evaluation which might include effectiveness of service delivery, openness to innovation, use of cost-effectiveness and budgeting techniques, organizational effectiveness, and decision-making skills.

(3) The conducting of surveys, mobility studies, human resource, and economic studies of the population of the area to permit effective planning for human resource investment for descriptive, predictive, and normative purposes.

(4) Development of regional models relating relevant human resource and economic variables. This would include manpower models, educational models, and resource allocation models as are required for forecasting and planning for human resource development.

(5) The development and demonstration of instructional systems and the design of new curricula utilizing modern training and educational technologies such as computer-aided instruction and behavioral modification techniques. Such development would be done in co-operation with Departments of Education and other manpower training agencies with special involvement of community colleges, technical institutes, universities, and other educational and training establishments.

(6) Pilot studies and demonstration projects of new educational technologies would be carried out within school systems in close collaboration with teachers and administrators of these systems. Particular concern would be manifested with respect to development of basic education and literacy training for the adult disadvantaged.

(7) The design of data bases for administrative and research purposes utilizing modern computer technologies would be developed for educational purposes.

(8) Applications of operations research techniques and statistical analysis would be made to problems of human resource development and allocation. Location studies would be conducted to determine optimal siting of new institutions in the medical, educational, and welfare fields.

(9) Provision of a shared data base for use of operating agencies concerned with human resources.

(10) Maintenance of a regional human resource information and retrieval system and the dissemination of useful information on new developments in the area of human resources.

(11) The development of co-operative relationships with other researchers, with community colleges and technical institutes in order to promote

the development of human resource research and development.

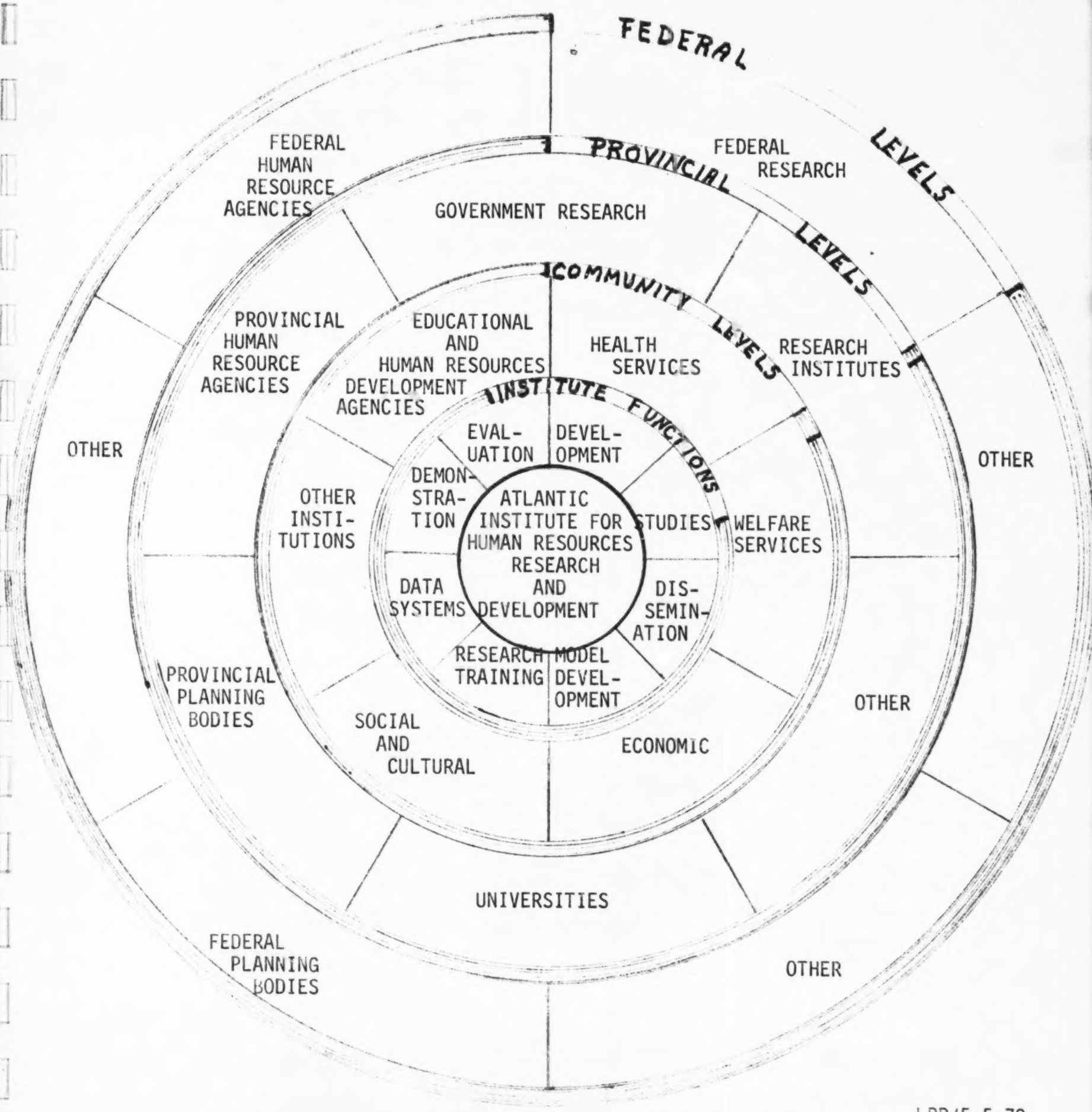
(12) The conducting of training programs for researchers in the area of human resource research.

To operate a Human Resource Research and Development Institute such as that postulated above would require a multidisciplinary team composed of sociologists, economists, administrators, educators, systems designers, mathematicians, programmers, operations researchers, statisticians, educational planners, and psychologists. The objective would be to conduct team research and development projects which would assist the decision-making process in human resource development and social problem solving. Co-ordination and co-operation with existing agencies would be of paramount importance.

This model for Human Resource Research and Development is based on an evaluation of the operation of Nova Scotia NewStart Inc. to date, with consideration of a wider field of applicability. It is felt that following such a model would greatly enhance the effectiveness of investments in human resources and consequently total economic development plans. A diagrammatic representation of the interrelationships suggested for the Institute is shown on the following page.

Summary and Conclusions

With regard to the four questions asked at the beginning of the Chapter, it is obvious that the Canada NewStart Program has thus far achieved only a portion of its original objectives. The major lesson learned is that the time and resources required to establish an organization, assemble staff, and carry out essential baseline studies is much greater than was anticipated. Furthermore, the limited time available seems to tend toward premature involvement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in action programs without adequate background study. While a limited lifespan for such a venture may have some merits, too short a time makes it impossible to capitalize optimally on the considerable investment of time, money, and personnel.

In regard to the last two questions, the proposal recommended for a Human Resource Research and Development Institute capitalizes on the strengths of the Canada NewStart Program concept and builds on them a proposal for a more widespread, continuing organization. The proposal is made in the hope that its implementation will increase the return to be realized from the considerable investment in regional economic development.

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